



CALIFORNIA STATE BOARD OF EDUCATION

JULY 2004 AGENDA

SUBJECT

No Child Left Behind (NCLB) Act of 2001: Teacher Requirements: Adopt Title 5 Regulations

- ☒ Action
- ☒ Information
- ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) consider comments received during the public comment period and at the public hearing and take action to adopt the proposed changes to the Title 5 regulations for the No Child Left Behind Teacher Requirements and related revisions to the High Objective Uniform State Standard of Evaluation (HOUSSE) forms.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved the Title 5 Regulations for the No Child Left Behind Teacher Requirements at the November 2003 meeting. The Title 5 Regulations were approved by the Office of Administrative Law (and became operative) on February 27, 2004.

The SBE considered proposed changes to the adopted regulations in an April 2004 Information Memorandum. Subsequently, the SBE approved commencement of the rulemaking process for proposed changes to the regulations and related revisions to the HOUSSE forms in May 2004. The CDE is now requesting that the SBE take action to adopt the proposed changes to the regulations and revisions to the forms.

SUMMARY OF KEY ISSUES

The proposed changes to the regulations reflect the new guidance received in the January 16, 2004, *U. S. Department of Education Non-Regulatory Guidance for the NCLB Title II, Part A, Improving Teacher Quality State Grants* for the NCLB Teacher Requirements. The guidance related to the following:

- (1) Elementary, middle and high school designation by course;
- (2) Supplementary authorizations and local teaching assignment options for teacher verification of subject matter competency through HOUSSE;
- (3) Credentials and date issued by other states to define teachers as new and not new;
- (4) International teachers: Definition and equivalent HOUSSE process; and
- (5) Minor revisions to the HOUSSE forms that are incorporated by reference in the Title 5 Regulations.

FISCAL ANALYSIS (AS APPROPRIATE)

The Economic and Fiscal Impact Analysis completed by the Fiscal and Administrative Services Division pertaining to these regulations indicates that adoption of the regulations does not impose a local cost mandate or costs upon the state. The regulations do not impact local business or individuals. The analysis was included in information submitted to the State Board for the agenda item on the proposed regulations at the May 2004 State Board meeting.

ATTACHMENT(S)

[Attachment 1](#): Proposed Changes to Regulations: Title 5 No Child Left Behind Teacher Requirements (3 Pages)

[Attachment 2](#): HOUSSE Forms (4 Pages)

A Last Minute Memorandum will be provided that will include a summary of the comments received during the public comment period and at the public hearing (Final Statement of Reasons).

1 **Title 5. EDUCATION**
2 **Division 1. State Department of Education**
3 **Chapter 6. Certified Personnel**
4 **Subchapter 7. No Child Left Behind Teacher Requirements**
5 **Article 1. General**

6 *Amend Section 6100(d) and (j) to read:*

7 **§ 6100. Definitions.**

8 (d) Elementary, Middle and High School: The local educational agency shall
9 determine, based on curriculum taught, ~~by school site; or by each grade at the~~
10 ~~school site; or by each course,~~ if appropriate, whether a ~~teacher~~ course is ~~hired to~~
11 ~~teach~~ elementary, middle or high school.

12 (j) International Teacher: A credentialed teacher prepared in a country other
13 than the United States.

14 NOTE: Authority cited: Section 12001, Education Code. Reference: 20 USC
15 7801(23), 20 USC 6319(a); Section 44275.4, Education Code; and Improving
16 Teacher Quality State Grants Title II, Part A Non-Regulatory Guidance
17 ~~December 19, 2002~~ January 16, 2004.

18

19 *Amend Article 4, Section 6115 to read:*

20 **Article 4. Teachers State Certification Not Meeting NCLB Teacher**
21 **Requirements**

22 **§ 6115. Teachers State Certification Not Meeting NCLB Teacher**
23 **Requirements.**

24 A teacher does not meet the NCLB teacher requirements for the core academic
25 subject taught if:

26 (1) Teaching with an Emergency Permit, or

27 ~~(2) Teaching with a supplemental authorization (except where the~~
28 ~~supplemental authorization is based on a major or a major equivalent in the~~
29 ~~subject taught) or~~

30 (2)(3) Teaching with state or local waivers for the grade or subject taught, or

31 (3)(4) Teaching as a pre-intern pursuant to Education Code Section 44305 et
32 seq.

33 NOTE: Authority cited: Section 12001, Education Code. Reference: 20 USC

7801(23), 20 USC 6319(a); Section 44275.4, Education Code; and Improving
Teacher Quality State Grants Title II, Part A Non-Regulatory Guidance
~~December 19, 2002~~ January 16, 2004.

Add Section 6116 to read:

**§ 6116. Teachers with Supplementary Authorizations and Local Teaching
Assignment Options.**

Teachers with a supplementary authorization or a local teaching assignment
option who meet the NCLB Teacher Requirements are those who:

(1) hold certification; and

(2) have demonstrated subject matter competency for the grade span and
subject matter taught.

NOTE: Authority cited: Section 12001, Education Code. Reference: 20 USC
7801(23), 20 USC 6319(a) and Improving Teacher Quality State Grants Title II, Part
A Non-Regulatory Guidance January 16, 2004.

Amend Section 6125 to read:

§ 6125. Teachers from Out-of-State.

Teachers who have ~~been found to meet~~ met the subject matter competency
requirements of NCLB in states outside of California shall also be considered to
have met the requirements for that ~~particular~~ subject and/or grade span in California.
California's credentialing reciprocity is not affected by the requirements of NCLB.

The date of issuance of a valid teaching credential issued by states outside of
California shall be used to identify a teacher as new or not new to the profession in
California.

NOTE: Authority cited: Section 12001, Education Code. Reference: 20 USC
7801(23), 20 USC 6319(a); Section 44275.4, Education Code; and Improving
Teacher Quality State Grants Title II, Part A Non-Regulatory Guidance
~~December 19, 2002~~ January 16, 2004.

Add Section 6126 to read:

§ 6126. International Teachers.

A teacher from another country who meets the NCLB Teacher Requirements is

1 one who:

2 (1) Holds a degree from a foreign college or university that is at least equivalent
3 to a bachelor's degree offered by an American institution of higher education.

4 (2) Has a teaching credential that meets the California Commission on Teacher
5 Credentialing requirements for out-of-country trained teachers.

6 (3) Demonstrates subject matter competency for the grade span and subjects
7 taught through the same or equivalent processes and methods required of California
8 Teachers.

9 NOTE: Authority cited: Section 12001, Education Code. Reference: 20 USC
10 7801(23), 20 USC 6319(a) and Improving Teacher Quality State Grants Title II, Part
11 A Non-Regulatory Guidance January 16, 2004.

NCLB TEACHER REQUIREMENTS: Certificate of Compliance

Teacher's Name: _____ School/District _____

Core Academic Subject Area Assignment _____

- All teachers: To become NCLB compliant you must complete the three requirements listed below.
- Middle/High school teachers: One certificate must be completed for each core academic subject taught.
- Elementary teachers: Complete one certificate for multiple subjects.

If you have questions, see the Instructions for completing the *NCLB Teacher Requirements: Certificate of Compliance*. (Sec. 3.1-3.3)

- ☐ 1. I have a bachelor's degree (Sec. 3.2.1)
- ☐ 2. I have an appropriate California Credential. (Sec. 3.2.2) Type _____
Date of issuance _____
- ☐ 3. I have demonstrated core academic subject area competence by completing: (Sec. 3.2.3)

✓ Check one box to determine the appropriate option/s:

- ☐ I am a "New" to the profession teacher. (Credential issued on or after July 1, 2002)
"New" elementary teachers must select Exam option.
"New" middle/high school teachers may select Exam or Coursework option.
- ☐ I am a "Not new" to the profession teacher. (Credential issued before July 1, 2002)
"Not new" elementary teachers may select Exam or HOUSSE option.
"Not new" middle/high school teachers may select the Exam, Coursework, Advanced Certification or HOUSSE options.

✓ Check one box from the option/s available.
EXAM

- ☐ I have passed a CCTC approved subject matter exam, including but not limited to CSET, MSAT, or NTE, in the core subject that I teach.

This certificate relates to the following NCLB Core Academic Subject: (Check one)

- ☐ English
☐ Reading/Language Arts
☐ Mathematics
☐ Science
☐ Civics and Government
☐ Economics
☐ Arts
☐ Foreign Language
☐ History
☐ Geography

☐ Self-Contained/Elementary

COURSEWORK

- ☐ I have completed a CCTC approved subject matter program in the core subject that I teach.
- ☐ I have an undergraduate major in the core subject I teach.
- ☐ I have an undergraduate major equivalent in the core subject I teach (32 non-remedial semester units).
- ☐ I have a graduate degree in the core subject I teach.

ADVANCED CERTIFICATION

- ☐ National Board Certification in the core subject I teach

HOUSSE

- ☐ I have completed California's High Objective Uniform State Standard of Evaluation in the core subject I teach. (See Sec. 3.3, Form 2 and/or Form 3.)

Teacher's Signature: _____ **Date:** _____

Verified by:
(Superintendent/designee) _____ **Date:** _____

- ✓ **Attach appropriate documentation and evidence.**
- ✓ **The teacher retains a signed copy of this form.**
- ✓ **LEAs/districts retain a signed original of this form for NCLB data reporting purposes.**

**CALIFORNIA HIGH OBJECTIVE UNIFORM STATE STANDARD of EVALUATION
CALIFORNIA HOUSSE – PART 1
Assessment of Qualifications and Experience**

Teacher's Name _____

Current Core Academic Assignment _____

- ☐ I have accumulated the 100 Points required for the California HOUSSE. (Attach evidence)

HOUSSE-PART 1: PRIOR EXPERIENCE IN ASSIGNED AREA	Total Points
<p>Experience in teaching core area - 10 pts per school year (Five years maximum) Circle years teaching this core academic subject: 1 2 3 4 5</p>	<p>50 pts. Max. _____pts</p>
HOUSEE-PART 1: CORE ACADEMIC COURSEWORK IN ASSIGNED AREA	Points
<p>Elementary teachers Core Academic Coursework: Select one if appropriate A. Completed 18 semester units in each of four core areas: 1) Reading/ Language Arts, 2) Mathematics and Science, 3) History and Social Sciences and 4) the Arts. - 50 pts, or B. Completed a CCTC approved Liberal Studies Waiver Program - 50 pts, or C. National Board Certification in grade span - 60 pts, or D. Completed an advanced degree in teaching, curriculum instruction, or assessment in core academic area [e.g., MAT/MEd/MA/MS]</p> <p>Middle /High School Core Academic Coursework: Select one if applicable A. Completed CCTC-Supplementary Authorization – 50 pts. or B. Completed 15-21 Units of Core – 30 pts., or C. Completed 22-30 Units of Core – 50 pts., or D. Completed an advanced degree in teaching/curriculum/assessment in core academic area {e.g., MAT/MEd/MA/MS} – 60 pts.</p>	<p>_____pts</p>

HOUSSE-PART 1: STANDARDS ALIGNED PROFESSIONAL DEVELOPMENT IN ASSIGNED AREA	Points
<p>Aligned Professional Development (20 hrs = 5 pts, 40 hrs = 10 pts....)</p> <ul style="list-style-type: none"> • Reading and Mathematics Professional Development Program (AB466 Training) • Beginning Teacher Support and Assessment (BTSA) Programs • Participate, but not yet certified, in National Board Certification program. <p>Note: This list is not exhaustive. Professional development activities that are used for the HOUSSE evaluation must be activities that increase teachers' knowledge of core academic subjects, are standards-aligned, sustained, intensive and classroom-focused and are not 1-day or short-term workshops or conferences. NCLB requires that the list of professional development activities is available to the public. (See Section 3.2.3.1)</p>	<p>(Within last six years) (Since 1997)</p> <p>_____pts</p>
HOUSSE PART 1 LEADERSHIP AND SERVICE TO THE PROFESSION IN ASSIGNED AREA	Points
<p>Service leadership roles within Core academic content area 1 yr = 30 pts, 2 yr = 60 pts, 3 yrs = 90 pts</p> <p>Mentor, Academic Curriculum Coach, Supervising Teacher, College / University instructor in content area/content methodology, BTSA Support Provider, Department Chair, National/State Recognition as "Outstanding Educator" in Content Area</p> <p>Note: This list is not exhaustive. NCLB requires that the list of qualified service and leadership activities is available to the public. (See Section 3.2.3.1)</p>	<p>_____pts</p>

Signed by Teacher _____ Date _____

Verified by LEA (Superintendent/designee) _____ Date _____

Attach appropriate documentation.

Attach a copy of HOUSSE-PART 1 to Certificate of Compliance (Form 1)

Go to HOUSSE-PART 2 (Form 3) only if more points are necessary to reach a total of 100.